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Quality Matters Standards
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Syllabus Template Example
Somerset Community College (SCC) is one of 16 colleges in the Kentucky Community and Technical College System (KCTCS). Opened in 1965 and accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the goal of Somerset Community College is to prepare students for successful transfer to Kentucky four-year institutions or immediate employment. The mission of Somerset Community College is to improve the employability and quality of life of area citizens as the primary provider of:

- College and Workforce Readiness
- Transfer Education
- Workforce Education and Training
- Student Support Services

**Online Learning Program Support Mission**

Somerset Community College’s Online Learning Program is committed to promote the sound design, development, and delivery of online and hybrid courses to meet the educational needs of our students and faculty. The Online Learning Program advocates providing students a challenging and rewarding educational online experience along with providing faculty professional development resources that allow for continuous improvement of quality courses. Somerset Community College subscribes to the following goals related to Somerset Community College’s online learning program.

- Improving learner outcomes – persistence, retention
- Creating evidence-based processes for maintaining online learning quality
- Improving and showcasing the quality of online courses
- Aiding the accreditation process
- Consistency in course design (not course content)
- Maximizing organizational resources
Online Learning Guidelines

Faculty Responsibilities

- Current online learning faculty will attend an annual professional development session on Blackboard. First time online learning faculty will attend an orientation training.
- Online learning faculty will upload course shell and build learning content within that meets Quality Matters Standards (Appendix).
- Online learning faculty will use the SCC course syllabus template (Appendix).
- Courses will be made available on the Saturday before the first day of the semester.
- Course syllabi will be available on the Saturday before the first day of the semester.
- Copies of syllabi will be directed to the appropriate division assistants by the first day of the semester.
- Online learning faculty will establish consistent contact with students throughout the semester (i.e., email, discussion boards, chat sessions, weekly announcements).
- Online learning faculty will identify a timeline for responding to students such as 24 to 48 hours, Monday through Friday and adhere to response times to student emails or phone calls stated either in the syllabus or in the course shell.
- Online learning faculty will provide a course overview (i.e., video, powerpoint) in the Start Here area of the course shell that provides students information on the course such as navigation, resources, expectations, and frequently asked questions.
- Online learning faculty will establish office hours, virtual or face-to-face, using email, Blackboard Messenger, or Blackboard Collaborate or in-office.
- Online learning faculty will promote learner-instructor, learner-content, and learner-learner interaction.
- Deadlines will be clearly stated at the beginning of the semester and grades entered in a timely manner in Blackboard to ensure that students can track their progress.
- Online learning faculty will monitor student participation and progress and ensure all grades are in the grading center for students to track their own progress.
- All electronic and information resources utilized shall comply with the accessibility standards for institutions of higher education Americans with Disabilities Act Amendments in Section 504.
- All copyright provisions are met and permission obtained as appropriate.
- Students retain the same rights to privacy in online learning courses as they do in traditional classroom format.
- Expectations of online courses are the same expectations of face-to-face courses (i.e., student learning outcomes, assessments).
- Online faculty will complete the included Memorandum of Understanding for Online Course and the Checklist for Online Course and forward completed forms to the Office of Online Learning (Appendix).
Office of Online Learning Responsibilities

- Develop distance-learning goals, standards, policies, and procedures and communicate them to all stakeholders (faculty, staff, students, etc.).
- Review distance learning content, documents, or materials to ensure compliance with established quality and content standards and requirements.
- Analyze data to evaluate the effectiveness of distance learning programs.
- Prepare and deliver reports summarizing distance learning statistical data or describing distance learning program objectives and accomplishments.
- Train distance learning stakeholders in the use or support of distance learning applications, such as course management software.
- Create and maintain websites and databases that support distance learning programs and provide technical or logistical support to users of distance learning classrooms, equipment, websites, or services.
- Monitor technological developments in distance learning to improve processes.

Username/Email/Password

Contact the IT Helpdesk at 606-451-6680 to obtain username and password. Your email address will be your username@kctcs.edu.

Starfish

SCC is dedicated to our student’s academic success. Starfish is a program that provides an early warning and student tracking system accessible by faculty, advisors, early alert managers, and students. Student concerns are flagged, recommendations communicated to the student, and outcome and progression is monitored. Please contact Early Alert for further information.

Assessment

Online faculty must ensure that assessments (assignments, quizzes, exams, etc.) used in the online course align with assessments used in the face-to-face course. Measurable student learning outcomes outlined in modules/units/chapters must align with measurable course competencies. Student learning outcomes data must be shared with program coordinator to ensure all courses are evaluated and meet SACSCOC requirements.

Syllabus Template

The approved Somerset Community College syllabus template (as shown on pages 31-34) is located at:


Best Practice: The course syllabus should be available to students at least one week prior to the start date.
Common Course Shell and Banner
Contact the Office of Online Learning for course shell import file and instructions. The course shell template import file is located at:
https://kctcs.sharepoint.com/sites/Somerset/SitePages/Home.aspx

Log into Blackboard and click on a course shell, go to Packages and Utilities under the Control Panel, Import Package/View Logs, Import Package, select a Package and browse my computer for the .zip file you downloaded at the link above. Under Select Course Materials, choose the following: Content Areas, Announcements, Calendar, Contacts, Discussion Board (include only the forums, with no starter posts), and Settings (uncheck Banner, you will upload your own using the banner file). Click Submit.

Ensure Announcements is set as your landing page (Customization, Teaching Style, Select Course Entry Point). You will need to delete the following links if they remain in the menu: Tools, Syllabus, Help, and Homepage.

The link to the banner is located at:
https://kctcs.sharepoint.com/sites/Somerset/SitePages/Home.aspx

Update the .ppt Banner file with your course information. Steps for making a course banner:
1) Download PowerPoint (PPT) “Blackboard banner.ppt” to your computer
2) Open single slide in PowerPoint and type in your course information and name
3) Under "File," pull down to "Save as Pictures" and use "Format: JPEG"
4) Give file a name you can remember and save to your computer
5) Upload JPEG file to your course through "Control Panel/Customization/Teaching Style/Select Banner

Change banner under Customization, Teaching Style, Select Banner.

Blackboard will not allow you to use a .ppt file for a banner, you must save the file as a .jpeg.

Course Merge Process
Online faculty who want courses merged into one shell, must request by the following timeline:
- Spring Courses – December 1
- Summer Courses – May 1
- Fall Courses – June 1

Note: Do not add content to the individual course shells. Content will be lost once the merge occurs.

Mode of Delivery Definitions
Web Enhanced - This mode uses the Course Management System (BlackBoard) to enhance classroom instruction by making some course content or resource material available online. The instructor may choose to put all course content online or only selected resources. Instructors should, at least, place the course syllabus online. Course material placed online in an enhanced class should also be available to students in the classroom. In an enhanced course, nothing should be exclusively online, but should be available in an alternative mode for the classroom
student. Assignments, exams, quizzes, etc. may be offered online as long as the instructor assures the students have access to a reliable computer to complete the task, such as at the college computer lab, a classroom with a computer lab, or other appropriate location. Courses can be web enhanced at any time during the semester and do not need to be listed as such in the SCC course schedule.

Web Hybrid or Blended – This mode uses the Course Management System (BlackBoard) to deliver a portion of the course face-to-face and the remainder online. Typically, the course will meet at least 50% face-to-face and the remainder online, though the ratio of onsite and online course meetings can vary. The percentage may change after consultation with your Division Chair and following a discussion of your rationale for increasing or decreasing the Web component. The online component can be used to present additional course material, assignments, exams, quizzes, discussions, and the like. Students will be required to attend the online class, in addition to the face-to-face class. A hybrid class must be listed in the SCC course schedule, so must adhere to the same review and scheduling procedures as a regular face-to-face class.

Web Local - This mode uses the Course Management System (BlackBoard) to present the entire course online. Students might not need to visit the campus to complete this class. The class is open only to students in the SCC service area, who might otherwise attend the class at the SCC campus or at an offsite location. Instructors might require students to visit the campus for testing, for special projects, or other reasons. A web local class must be listed in the SCC course schedule, so must adhere to the same review and scheduling procedures as a regular face-to-face class.

Worldwide Web - This mode uses the Course Management System (BlackBoard) to present the entire course online. Students will not be required to visit the SCC campus to complete this class. The class is open to any eligible student anywhere in the world. Instructors might require up to two proctored exams per semester (see the section on Proctored Exams). A Worldwide web class must be listed in the SCC course schedule, so must adhere to the same review and scheduling procedures as a regular face-to-face class.

Learning Management System (LMS)
All online learning faculty will use the college’s approved Learning Management System (LMS), Blackboard Learning. Faculty may also use additional learning systems such as Pearson, Cengage, McGraw-Hill, etc. and must be linked through the college’s LMS course shell. Minimum Technical Requirements

- Tested Devices and Operating Systems
- Supported Browsers
- Browser Checker
- Reliable e-mail software and active e-mail account
- Reliable Internet access (High speed such as cable or DSL)
- Printer
• Your course may require special plug-ins (free) to access Streaming Media (video clips)
• Note: Some mobile devices (i.e., iPads, cellular phones, kindle, tables) may not provide full functionality; therefore, a personal computer is required

Blackboard Course Retention and Removal Procedure
Faculty are responsible for the backup of their course, grade center, and other content added to the LMS.

Blackboard Tutorial Videos for Online Learning Faculty
https://www.youtube.com/playlist?list=PLontYaReEU1zu1T5gfiiX-JQA5nBc3isN

Blackboard Tutorial Videos for Students
https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU

Blackboard Resources for Online Learning Faculty (available online at https://somerset.kctcs.edu/academics/distance_learning/blackboard_resources_for_instructors.aspx)

Blackboard Helpdesk 24x7 Technical Support for Faculty (855) 888-6960
https://somerset-kctcs.edu/sims/helpcenter/common/layout/GuidedHelp.seam;jsessionid=1DBBAB044FFE0F2AB104ED48AEFF388E.node5?cstepPk=189244&inst_name=kctcs-somerset&actionMethod=helpcenter%2Fcommon%2Flayout%2FSelfHelpHome.xhtml%3AshpGuidedHelpManager.selectAndInitChildKB%28%29&cid=86460

Step-by-Step Blackboard Instructions:

Making Your Course Available for Students
There are two ways to make your course available. You can make courses available to students by using the Qwickly module. Click the Course Availability link to reveal a list of your courses. Next to the course identifier, toggle the availability button to ON.
Or while logged into the course, go to Customization (down at the bottom of the menu on the left side), Properties, and scroll to Set Availability and click Yes.

Course Copy
1. Go to the old Blackboard course that has content you want to copy.
2. On the Control Panel, go to Packages and Utilities, and click Course Copy.
3. Select Copy Course Materials into an Existing Course.
4. In the Destination Course ID box, click browse to view a list of courses. Select the new course you want to copy content to, then select the course materials that you want to copy. It is recommended to Select All. Note: If you use Discussion
Boards, you will select the second option so that previous threads do not copy over.
5. In the File Attachments section, select Copy links and copies of the content.
6. Do Not select Include Enrollments in the Copy. Click Submit.
7. You will receive an email when the Course Copy has completed.

**Copy a Test**
You must export the test from a course:
1. Enter the course that contains the test.
2. Click Course Tools in the Control Panel.
3. Ensure Edit Mode is On (top-right of the screen)
5. Click Tests.
6. Click the arrow to the right of the name of the test.
7. Select Export and save the file to your desktop.
To import the test into a new course:
1. Enter the course that contains the test.
2. Click Course Tools in the Control Panel.
3. Ensure Edit Mode is On (top-right of the screen)
5. Click Tests.
6. Click Import Test.
7. Click Browse My Computer, select the exported test you saved to your desktop.
8. Click Submit, then click OK.

**Copy or Move Items or Folders**
1. Ensure Edit Mode is On (top-right of the screen)
2. Click the arrow to the right side of the item/folder identifier.
3. Select Copy or Move.
4. Use the Destination Course drop down menu and select the course you want to copy or move item/folder to.
5. Click the Destination Folder Browse button.
6. Select the area you want to place the item/folder. Use the Plus sign to expand folders, if needed.
7. Click Submit.

**Edit Course List**
1. Click the “gear” icon in the top-right corner of the Course List.
2. Check all courses you want shown on your Course List. If courses are showing that you do not wish to review, uncheck the courses.
3. Click Submit.

**Student Preview**
1. Access the course you wish to view as a student views it.
2. Click on the icon at the top-right that resembles two arrows around a dot.
3. You will enter Student Preview.
4. To exit preview, click on the Exit Preview button.

Change Edit Mode to On
1. In order to make changes within Blackboard, the Edit Mode should be On.
2. To turn Edit Mode on, click on the gray Off button located at the top-right of the course.

Announcements
1. To create an Announcement, click on Create Announcement located under the Announcements menu link.
2. Enter a Subject line.
3. Enter your text in the message section.
4. Choose Not Date Restricted or Date Restricted. If Date Restricted, select the dates to display.
5. Choose to send a copy of the announcement immediately (recommended).
6. Click Submit.

Discussion Boards
1. To create a Discussion Board Forum, click https://youtu.be/lDL-rfKgPWA to review a brief video from Blackboard.
2. To grade Discussion Board Forums, click on the desired Discussion Board.
3. Click on Grade Discussion Forum.
4. Click the Grade button for the first student. Now you will see all posts for that individual student.
5. Enter grade.
6. Click Submit.
7. If you wish to grade the next student’s posts, click on the right arrow next to the student name in the top-right to advance to the next student.

How to Create a Folder
1. Within a Content Area, confirm that the Edit Mode button is On.
2. Click on Build Content.
3. Select Content Folder and enter a name for the Folder.
4. Add a brief description, set Permit Users to View this Content to Yes, and set date/time availability.
5. Click Submit.

How to Create an Item
1. Within a Content Area, confirm that the Edit Mode button is On.
2. Click on Build Content.
3. Select Item and enter a name for the Item.
4. Add a brief description, set Permit Users to View this Content to Yes, and set date/time availability.
5. Click Submit.
How to Create a Test
1. Click Course Tools in the Control Panel.
2. Confirm that the Edit Mode button is On.
3. Click Test, Survey, and Pools.
4. Click Tests.
5. Click the Build Test button.
6. Type the name of the test and add a brief description, if desired.
7. Enter the instructions for the test and click Submit.
8. Set test options such as points by clicking on Question Settings, then click Submit.
9. Click on Create Question button.
10. Select the type of question using the pull-down menu.
11. Enter text of the questions and answer(s). You may also type feedback for correct/incorrect responses.
12. Click Submit or Submit and Create Another.
13. After all questions have been entered, click OK.

How to Deploy a Test
1. Click on Assessment button under the Content Area.
2. Select Test.
3. Select the name of the test previously created.
4. Click Submit, which will take you to the Test Options page.
5. Click Yes to Make the Link Available.
6. Ensure that the test grade will be included in the Grade Center calculations.
7. Select option(s) for Show Test Results and Feedback to Students.
8. Set the Test Presentation Mode.
9. Click Submit.

Options for Show Test Results and Feedback to Students:
When - Use the pull-down menu to set the time when results and feedback are shown to students.
Score per Question - Shows students the score earned out of the points possible for each question. Please note that this default setting also displays all the test questions.
All Answers - Shows all the test questions and all answers including multiple choice options.
Correct - Shows all the test questions and the correct answers.
Submitted - Shows all the test questions and all the student's submitted answers.
Feedback - Shows instructor-generated feedback messages for each question.
Show Incorrect Answers - Shows all the test questions and indicates whether the student's answer was correct or incorrect. Does not show answers.
How to Create Test Availability Exception(s)
1. Click on the arrow gray circle right of the test name and select Edit the Test Options.
2. Click Add User or Group in the Test Availability Exceptions area.
3. Select the user or group the exceptions will be created for and click Submit.
4. Select the exceptions(s) and click Submit.
   Exceptions include:
   - Number of attempts
   - Timer with auto-submit option.
   - Availability of test using start and end dates/times.
   - Force completion in one setting.

Manage Due Dates and Late Submissions
1. Click on the arrow gray circle right of the test name and select Edit the Test Options.
2. Scroll down to the Due Date section. Check the box next to Due Date.
3. Enter dates/times.
4. If late submissions are not accepted, check the box Do not allow students to start the Test if the due date has passed.
5. Click Submit.
Due Dates entered in Blackboard can be viewed on the course calendar.
PeopleSoft Resources for Online Learning Faculty

Reporting of No-Shows

Academic Related Activities for All Courses
- Physically attending class with direct interaction.
- Submitting academic assignment.
- Taking exam, interactive tutorial or computer based instruction.
- Attending school assigned study group.
- Online: Participating in online discussions about academic matters and/or initiating contact with faculty to ask questions about subject studied.

Recording No Shows & Last Attendance Date for R2T4

Students who have stopped attending a class or have never attended the class at all may be recorded using a roster within the Faculty Center. Recording the last day of attendance for students who have initially attended the class, but have stopped attending at some point will assist colleges in their efforts to address Return of Title IV funds.

To record no shows or last attendance date, follow the instructions within this section.

1. The Faculty Center should display the My Schedule page as soon as you login to PeopleSoft. If it does not, you may navigate to it by selecting Main Menu, Self Service, Faculty Center, My Schedule.

2. Verify that you are viewing classes from the correct term.
To change the term, click the Change Term button and select the preferred Term and click Continue to view classes for that term.

3. To record students that have never attended class at all or to identify those that have stopped attending, click on the No Show/Last Att Date Roster icon for the preferred class. This will take you to the No Show/Last Date of Attendance page for the selected class.

4. To record information on the No Show/Last Attendance Date roster, follow the instructions listed in steps on the page to populate the roster.
   - Click the Update Roster button. This will ensure that the roster has the most recent list enrollment data on the roster.
   - When it is time to report no shows, click the No Show button for any students that NEVER attended the class.
   - When it is time to record last attendance dates, use the following instructions:
     - When it is time to report the last date of attendance (60% point in term), enter a Last Attendance Date at 60% Point for any students that previously attended, but have STOPPED attending.
     - If your campus requires the last date of attendance be recorded at the end of the term for students that earned a failing grade, enter a Last Attendance Date at
End of Term.

<table>
<thead>
<tr>
<th>EmplID</th>
<th>Name</th>
<th>Grade</th>
<th>No Show</th>
<th>Last Attendance Date at 60% Point</th>
<th>Last Attendance Date at End of Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>00110990</td>
<td>Doni Paul</td>
<td>D</td>
<td></td>
<td>[1]</td>
<td>[1]</td>
</tr>
<tr>
<td>00176301</td>
<td>Doni Paul</td>
<td>D</td>
<td></td>
<td>[1]</td>
<td>[1]</td>
</tr>
<tr>
<td>00134799</td>
<td>Alex, Lyra</td>
<td>D</td>
<td></td>
<td>[1]</td>
<td>[1]</td>
</tr>
<tr>
<td>00134710</td>
<td>Wilk, Kristy</td>
<td>D</td>
<td></td>
<td>[1]</td>
<td>[1]</td>
</tr>
<tr>
<td>00141610</td>
<td>Wilk, Nono</td>
<td>D</td>
<td></td>
<td>[1]</td>
<td>[1]</td>
</tr>
<tr>
<td>00162969</td>
<td>Cliff, Don</td>
<td>D</td>
<td></td>
<td>[1]</td>
<td>[1]</td>
</tr>
</tbody>
</table>

- Once you have entered all of your data, check the appropriate checkbox to indicate the roster is ready for reporting:
  - The No Shows have been recorded and the roster is complete
  - The Last Attendance Dates at 60% point have been recorded and the roster is complete
  - The Last Attendance Dates at End of Term have been recorded and the roster is complete

- Click the Save Roster button. The data entered will be saved and will gray out. However, any students on the roster that do not have data entered will remain active for updates later.

6. To view a different attendance roster, click the Change Class button to return to the My Schedule page and click on the No Show/Last Att Date Roster icon for a different class to view that roster

7. Click the Home link when finished.

If you make a mistake and enter data in error, you may contact your local college registrar to request that the information be corrected.
Viewing Classes and Rosters

The main page of the Faculty Center will allow you to quickly view information such as your assigned classes, meeting times, and weekly schedule. In addition, you will be able to access all of the various rosters for each class.

To view class information, follow these steps:

1. The Faculty Center should display the My Schedule page as soon as you login to PeopleSoft. If it does not you may navigate to it by selecting Main Menu, Self Service, Faculty Center, My Schedule.

2. The Faculty Center home page will display information such as your classes, meeting times, class dates, and enrolled students for the selected term. 

   - The Show all classes radio button will show all your scheduled classes for the selected term. You may instead select the Show Enrolled Classes Only radio button to view only classes with students enrolled.
   - Click on the link under the Class column to see the details of that class. The link will include the Course and section number with the class number in parenthesis.
   - To view your weekly schedule, select the View My Weekly Teaching Schedule link.
3. The View My Weekly Schedule page will show your schedule for the date displayed in the Show Week of field.

- To change the date, enter a new date in the Show Week of field and click the Refresh Calendar button. You may also use the Previous Week and Next Week buttons to navigate to different weeks of classes.
- To view only classes in a specific time range, enter a new Start Time and End Time and click the Refresh Calendar button.

- To view additional options, scroll to the bottom of the page.
Check or uncheck any checkboxes and click the **Refresh Calendar** button to modify the calendar view.

Click the **Printer Friendly Page** link.

The schedule displays in a printer friendly format. Print the schedule using the Printer icon in Internet Explorer to print the schedule.

Click the **Return to View My Weekly Schedule** link. *This link is in the lower right area of your screen.*
• Click the Return to Faculty Center link.

4. Each class should have three icons displayed to the left of the class link. Each icon represents a roster for that particular class. The icon legend at the top of the page identifies each icon.

5. To view the class roster, click on the Class Roster icon for a particular class.
6. Scroll down to view additional information.

7. The Class Roster page will display a list of the enrolled students in the class. Review the page as necessary.
   - To view dropped or waitlisted students, select the preferred Enrollment Status.
   - The Printer Friendly Version button will change the display so that it will be easier to read once printed out. Once displayed, select File, Print or click the Print icon in Internet Explorer to print the roster.

8. You may generate emails to students using three options listed below. All options open an email notification page addressed to the instructor with the students blind copied (BCC). This prevents the
students from seeing other student email addresses. You simply create your message and click the **Send Notification** button to send the email.

- To email an individual student, click the **Name** link for that student.
- To email multiple students, select the **Notify** checkbox for the desired students and click the **Notify Selected Students** button.
- To send an email to all students, click the **Notify All Students** button.

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**All active students should have a KCTCS email address within PeopleSoft. However, if any student does not have an active email address, the following will occur:**

- **When selecting multiple students, any students without an email address will not have a checkbox beside his/her name and cannot be selected.**
- **If the Notify All Students button is selected, any students without an email address will be displayed on a Students without Email Address screen. You may click the Continue button to continue sending an email to the rest of the students or click the Cancel button to return to the previous page.**

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9. To view a different class roster, click the **Change Class** button to return to the **My Schedule** page and click on the **Class Roster** icon for a different class to view that roster.
10. To view the grade roster for a class, click on the Grade Roster icon.

11. Scroll down to view students on the roster.

12. Complete the Grade Roster page according to the following instructions:
   - The Grade Roster Type will default as Final Grade. Do not change.
   - The Approval Status will default as Not Reviewed. Do not change. Once all grades have been entered and you are ready to post the roster, you will change the status.
   - If some students are already graded, you may select the Display Unassigned Roster Grade Only checkbox to view only students without grades.
• To enter grades, select the preferred Roster Grade for the student. If you want to assign the same grade to several students at once, you may check the checkbox for those students, select the grade from the drop down box on the bottom left of the roster, and click the add this grade to selected students button to assign the grade.

• Once all grades have been entered, change the Approval Status from Not Reviewed to Approved and click the Post button to save the grades and post to the students’ transcripts. The Post button will only appear once you have entered all grades and have selected Approved from the Approval Status drop down box.

• If you have not entered all grades or have not been granted access to post grades, click the Save button to save the grade roster. This will not post the grades to the students’ records, but will save the grades to the grade roster page.

• You cannot partially post the grade roster from the Faculty Center. If you wish to post a partial grade roster, you must use the grade roster under the Curriculum Management menu instead of the Faculty Center using the instructions in the Grades chapter of this manual.

• You may also utilize the notification features from the grade roster as described in the class roster section of this chapter.

13. To view a different grade roster, click the Change Class button to return to the My Schedule page and click on the Grade Roster icon for a different class to view that roster.

14. To record students that have never attended class at all or to identify those that have stopped attending, click on the No Show/Last Att Date Roster icon for the preferred class. This will take you to the No Show/Last Date of Attendance page for the selected class.
15. Scroll down the page.

16. To record information on the No Show/Last Attendance Date roster, utilize the following instructions:
   - Click the Update Roster button. *This will ensure that the roster has the most recent list enrollment data on the roster.*
   - When it is time to report no shows, click the No Show button for any students that NEVER attended the class.
   - Record last attendance dates as necessary:
     - When it is time to report the last date of attendance (60% point in term), enter a Last Attendance Date at 60% Point for any students that previously attended, but have STOPPED attending.
Somerset Community College requires the last date of attendance be recorded at the end of the term for students that earned a failing grade, enter a Last Attendance Date at End of Term.

- Once you have entered all of your data, check the appropriate checkbox to indicate the roster is ready for reporting:
  - Check the The No Shows have been recorded and the roster is complete checkbox when finished recording no shows.
  - Check the The Last Attendance Dates at 60% point have been recorded and the roster is complete checkbox when finished recording last attendance dates at 60% point.
  - Check the The Last Attendance Dates at End of Term have been recorded and the roster is complete checkbox when finished recording last dates at end of term for students that earned a failing grade. Not all campuses require this data to be recorded. It is not necessary to check this box if you have not recorded any of this type of data.

- Click the Save Roster button. The data entered will be saved and will gray out. However, any students on the roster that do not have data entered will remain active for updates later.

17. To view a different attendance roster, click the Change Class button to return to the My Schedule page and click on the No Show/Last Attendance Date Roster icon for a different class to view that roster.

18. When finished, click on the Home link.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Overview</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Instructions make clear how to get started and what to do.</td>
<td>3</td>
</tr>
<tr>
<td>1.2 Learners are introduced to the purpose and structure of the course.</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Course expectations (sometimes called “netiquette”) are clear.</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.</td>
<td>2</td>
</tr>
<tr>
<td>1.5 Minimum technical requirements are clearly stated and instructions for use provided.</td>
<td>2</td>
</tr>
<tr>
<td>1.6 Prerequisites knowledge in the discipline and any required competencies are clearly stated.</td>
<td>2</td>
</tr>
<tr>
<td>1.7 Minimum technical skills expected of the learner are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td>1.8 The self-introduction by the instructor is appropriate and is available online.</td>
<td>1</td>
</tr>
<tr>
<td>1.9 Learners are asked to introduce themselves to the class.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Learning Objectives (Competencies)</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.</td>
<td>3</td>
</tr>
<tr>
<td>2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.</td>
<td>3</td>
</tr>
<tr>
<td>2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.</td>
<td>3</td>
</tr>
<tr>
<td>2.4 The relationship between learning objectives or competencies and course activities is clearly stated.</td>
<td>3</td>
</tr>
<tr>
<td>2.5 The learning objectives or competencies are linked to the level of the course.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Assessment and Measurement</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 The assessments measure the stated learning objectives or competencies.</td>
<td>3</td>
</tr>
<tr>
<td>3.2 The course grading policy is stated clearly.</td>
<td>3</td>
</tr>
<tr>
<td>3.3 Specific criteria/criteria are provided for the evaluation of learners’ work and are linked to the course grading policy.</td>
<td>3</td>
</tr>
<tr>
<td>3.4 The assessment instruments selected are sequenced, varied, and suited to the learner’s being assessed.</td>
<td>2</td>
</tr>
<tr>
<td>3.5 The course provides learners with multiple opportunities to track their learning progress.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Instructional Materials</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.</td>
<td>3</td>
</tr>
<tr>
<td>4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.</td>
<td>3</td>
</tr>
<tr>
<td>4.3 All instructional materials used in the course are appropriately cited.</td>
<td>2</td>
</tr>
<tr>
<td>4.4 The instructional materials are current.</td>
<td>2</td>
</tr>
<tr>
<td>4.5 A variety of instructional materials is used in the course.</td>
<td>2</td>
</tr>
<tr>
<td>4.6 The distinction between required and optional materials is clearly explained.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Course Activities and Learner Interaction</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 The learning activities promote the achievement of the stated learning objectives or competencies.</td>
<td>3</td>
</tr>
<tr>
<td>5.2 Learning activities provide opportunities for interaction that support active learning.</td>
<td>3</td>
</tr>
<tr>
<td>5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.</td>
<td>3</td>
</tr>
<tr>
<td>5.4 The requirements for learner interaction are clearly stated.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Course Technology</strong></td>
<td></td>
</tr>
<tr>
<td>6.1 The tools used in the course support the learning objectives and competencies.</td>
<td>3</td>
</tr>
<tr>
<td>6.2 Course tools promote learner engagement and active learning.</td>
<td>3</td>
</tr>
<tr>
<td>6.3 Technologies required in the course are readily available.</td>
<td>2</td>
</tr>
<tr>
<td>6.4 The course technologies are current.</td>
<td>1</td>
</tr>
<tr>
<td>6.5 Links provided to privacy policies for all external tools required in the course.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Learner Support</strong></td>
<td></td>
</tr>
<tr>
<td>7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.</td>
<td>3</td>
</tr>
<tr>
<td>7.2 Course instructions articulate or link to the institution’s accessibility policies and services.</td>
<td>3</td>
</tr>
<tr>
<td>7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.</td>
<td>2</td>
</tr>
<tr>
<td>7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Accessibility and Usability</strong></td>
<td></td>
</tr>
<tr>
<td>8.1 Course navigation facilitates ease of use.</td>
<td>3</td>
</tr>
<tr>
<td>8.2 Information is provided about the accessibility of all technologies required in the course.</td>
<td>3</td>
</tr>
<tr>
<td>8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.</td>
<td>2</td>
</tr>
<tr>
<td>8.4 The course design facilitates modularity.</td>
<td>2</td>
</tr>
<tr>
<td>8.5 Course multimedia facilitates ease of use.</td>
<td>2</td>
</tr>
</tbody>
</table>
MEMORANDUM OF UNDERSTANDING FOR ONLINE COURSE

This Memorandum of Understanding between the Dean/Associate Dean of Academic Unit offering course, the Office of Online Learning, and the Provost/Associate Provost outlines their collaboration on the development of the online course listed below.

**Insert Course Subject/Catalog Reference/Title**

**I. Statement of General Principles**
This Memorandum of Understanding (MOU) covers the development, management, and approval process of an online course. This MOU also covers services that are available to support offering online courses to students. All members of this MOU share the following goals for this online course:

1. **Sustainability:** The academic unit is committed to offering the online course.
2. **Quality:** The online course will be high in quality as determined by the Office of Distance Learning and Academic Unit review using the Quality Matters™ (QM) rubric (see attached).
3. **Availability:** The online course will be offered in an appropriate timeframe and format that will make sections regularly available to the targeted student population.
4. **Accessibility:** The course(s) will be designed, developed, and tested to ensure accessibility to students with disabilities.

**II. Scope of Responsibilities**

1. **The online course faculty** will provide the following services in support of online course development and management:
   a. Participate in professional development trainings related to Blackboard, Quality Matters Review Standards, and online technology tools.
   b. Develop the online course to meet Quality Matters Review Standards.
   c. Develop the online course within the Somerset Community College course shell.
   d. Develop the course syllabus using the Somerset Community College template.
   e. Develop the online course in a timely manner to ensure completion prior to course start date.
   f. Ensure online course content is current and all links/tools work.
   g. Consistently participate in student engagement within the online course shell.

2. **The Dean/Associate Dean** will provide the following services in support of online course development and management:
   a. Ensure faculty participate in professional development trainings related to Blackboard, Quality Matters Review Standards, and online technology tools.
   b. Ensure the online course meets Quality Matters Review Standards.
   c. Ensure faculty develop the online course within the Somerset Community College course shell.
   d. Ensure faculty develop the online course in a timely manner to ensure completion prior to course start date.
   e. Review online course to ensure faculty engagement with students.
3. The Provost/Associate Provost will provide the following services in support of online course development and management:
   a. Ensure Dean/Associate Dean participate and remain updated in professional development trainings related to Blackboard and online technology tools, as needed.
   b. Ensure Dean/Associate Dean reviews online course to ensure faculty engagement with students.

4. The Office of Online Learning will provide the following services in support of online course development and management:
   a. Collaborate with academic unit staff to facilitate the professional development of faculty to support online course development and management.
      i. Develop and provide professional development trainings related to Blackboard services.
      ii. Provide support products and services related to online teaching such as production of digital media.
      iii. Coordinate the scope and schedule for the development phase of the online course to ensure timely completion.
      iv. Assist faculty with the integration and use of technology tools.
      v. Maintain a repository for faculty documentation, course templates, course syllabus, and relevant public domain materials.
      vi. Provide support in maintaining ADA compliance through ALLY.
      vii. Identify course design tools to assist faculty who are assigned course development responsibilities, including but not limited to: effective learning strategies related to instructional design, current assessment tools, and instructor/student interaction techniques.
      viii. Review course and provide improvements in order to meet Quality Matters Review Standards.
Somerset Community College

Checklist for Online Course

Course Information ________________________
Instructor _____________________________
Semester _____________________________

_____ Approval of associate dean for course offering
_____ New online faculty complete Blackboard training
_____ Complete course syllabus using SCC syllabus template
_____ Import SCC common course shell to course site
_____ Develop course based on Quality Matters Standards
_____ Run Ally tool to ensure course content is ADA compliant
_____ Notify course is ready to review
_____ Course approved or suggestions for change(s) reported to associate dean/online faculty
_____ Course made available for students
“[Type your course prefix, course number, and course name here]”
“[Type semester and year here]”

Instructor: “[Type your name here]”
Office: “[Type your office location here]”
Office Hours: “[Type your offices hours here]”
Telephone: “[Type your telephone number here]”
Email: “[Type your email address here]”

Dean: “[Type your dean’s name here]”
Office: “[Type your dean’s office location here]”
Office Hours: “[Type your dean’s offices hours here]”
Telephone: “[Type your dean’s telephone number here]”
Email: “[Type your dean’s email address here]”

Catalog Course Description
"[Type catalog description here, including credit hours and prerequisites]"

Required Textbook/ISBN
"[Type your textbook(s) here]"

General Education Competencies
Students should prepare for twenty-first century challenges by gaining:

A. Knowledge of human cultures and physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.
B. Intellectual and practical skills, including:
   a. inquiry and analysis
   b. critical and creative thinking
   c. written and oral communication
   d. quantitative literacy
   e. information literacy
   f. teamwork and problem solving
C. Personal and civic responsibility, including
   a. civic knowledge and engagement (local and global)
   b. intercultural knowledge and competence
   c. ethical reasoning and action
   d. foundations and skills for lifelong learning

D. Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills.

Course Competencies
"[Type course competencies here]"

Course Outline
"[Type course outline here]"

Grading Criteria
"[Type grading criteria here]"

Attendance Statement
"[Type attendance statement or policy here]"

Late Assignments/Make-up Exam Policy
"[Type policy here]"

Withdrawal Policy
A student may officially withdraw from any class up to and including the date of midterm with a W grade. After the date of midterm and through the last class of the semester or session, any student may officially request to withdraw from a course and receive a W, which may be given at the discretion of the instructor. Each instructor shall state on the first or second class meeting the factors to be used in determining if a student will be allowed to withdraw during the discretionary period. An instructor shall not assign a student a W for a class unless the student has officially withdrawn from that class in a manner prescribed by the college. The grade of W may be assigned by the College Appeals Board in classes involving a violation of student academic rights or for academic offenses.

http://www.kctcs.edu/Current_Students/Regulations/

Academic Integrity
[Type your Academic Integrity policy here]

Please refer to this link for more information regarding the SCC Student Code of Conduct:

Disability Accommodations

Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact Rosetta Berry, Disability Services Office, Somerset Campus, Rogers Student Commons Room 117 Mondays and Wednesdays or Laurel Campus, Building 3, Room 103B Tuesdays and Thursdays or https://somerset.kctcs.edu/about/student-life/accessibility-services.aspx. The DSO telephone number is 606-451-6706. Please DO NOT request accommodations directly from the instructor without a letter of accommodation from the Disability Services Office.

Students in global on-line classes are to contact their Home College for disability accommodations and inform their instructors. The Home College DSO contact information is located at this KCTCS website: http://kctcs.edu/Current_Students/Disability_Services.aspx. Once the student has contacted the Disability Services Officer at the Home College, the Home College DSO will communicate with the student’s instructors and/or the Disability Services Officers at the Delivering College in order to coordinate and/or provide reasonable and appropriate accommodations to the student.

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990, Somerset Community College does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its programs or activities: its admissions policies; scholarship and loan programs; athletic and other College-administered programs; or employment. In addition, the College does not discriminate on the basis of sexual orientation consistent with KCTCS nondiscrimination policy. Inquiries or comments regarding these issues should be directed to the Disability Services Officer/504/ADA Compliance, Somerset Community College, 808 Monticello Street, Somerset, KY 42501. Telephone 606-451-6706.

Procedures relating to Discrimination, Harassment, and Sexual Misconduct

Students may direct complaints of discrimination or harassment to Dean of Student Affairs Tracy Casada at tracy.casada@kctcs.edu or 606-451-6631 for resolution pursuant to the Code of Student Conduct at http://www.kctcs.edu/Current_Students/Code_of_Student_Conduct.aspx. Sexual misconduct matters should be directed to the Title IX Coordinator Tracy Casada to be handled in accordance with the Sexual Misconduct Procedure at https://somerset.kctcs.edu/about/student-life/title-ix/index.aspx. Any responsible employee who receives information related to sexual misconduct is required to report it to the Title IX Coordinator. More information about KCTCS Title IX procedures can be found at https://somerset.kctcs.edu/about/student-life/security-parking.aspx.
Student Academic and Technical Support
Somerset Community College offers support to all its students, whether enrolled in classes on campus or online. Your instructor is your primary resource, but the Learning Commons branches are available for assistance with research, tutoring, and computer services. Tutoring appointments can be made at http://somerset-kctcs.libcal.com/, but are not necessary. Walk-ins are welcome. Students can also access contact information and hours of operation for all the branches of the Learning Commons at http://somerset-kctcs.libcal.com/. For more information, call 606-451-6710

Blackboard technical support is available by telephone at 855-664-6722 (option 4).

Starfish
SCC is dedicated to your academic success. Starfish is a program available to all students to enhance communication among students, instructors, and advisors. To access Starfish, just log in to Blackboard and click Starfish link. Ask your instructor or advisor for details. Check out SCC’s website for more details and helpful instructions.

SNAP
Safety Notification Alert Process (SNAP) is the official notification system for the Kentucky Community and Technical College System (KCTCS). SNAP alerts users to on-campus emergencies (including closures for inclement weather) for all 16 KCTCS colleges and the System office. With SNAP you can:
- Find out if classes are cancelled or delayed due to weather, power outages or other unexpected events impacting campus.
- Get severe weather notifications so you can take shelter when a storm hits.
- Receive emergency messages when something or someone could be a threat to your personal safety.

To enroll, visit https://systemoffice.kctcs.edu/about/safety_and_security/emergency_preparedness/snap/index.aspx to sign up and/or update your mobile and email information.

KCTCS/SCC Tobacco Free Policy
“Tobacco use, including chewing (oral), smoking, and electronic cigarettes are NOT permitted on the properties of Somerset Community College campuses and centers, including buildings, sidewalks, and parking lots. KCTCS Tobacco Free Policy, Administrative Procedures, Section 3.3.14.”